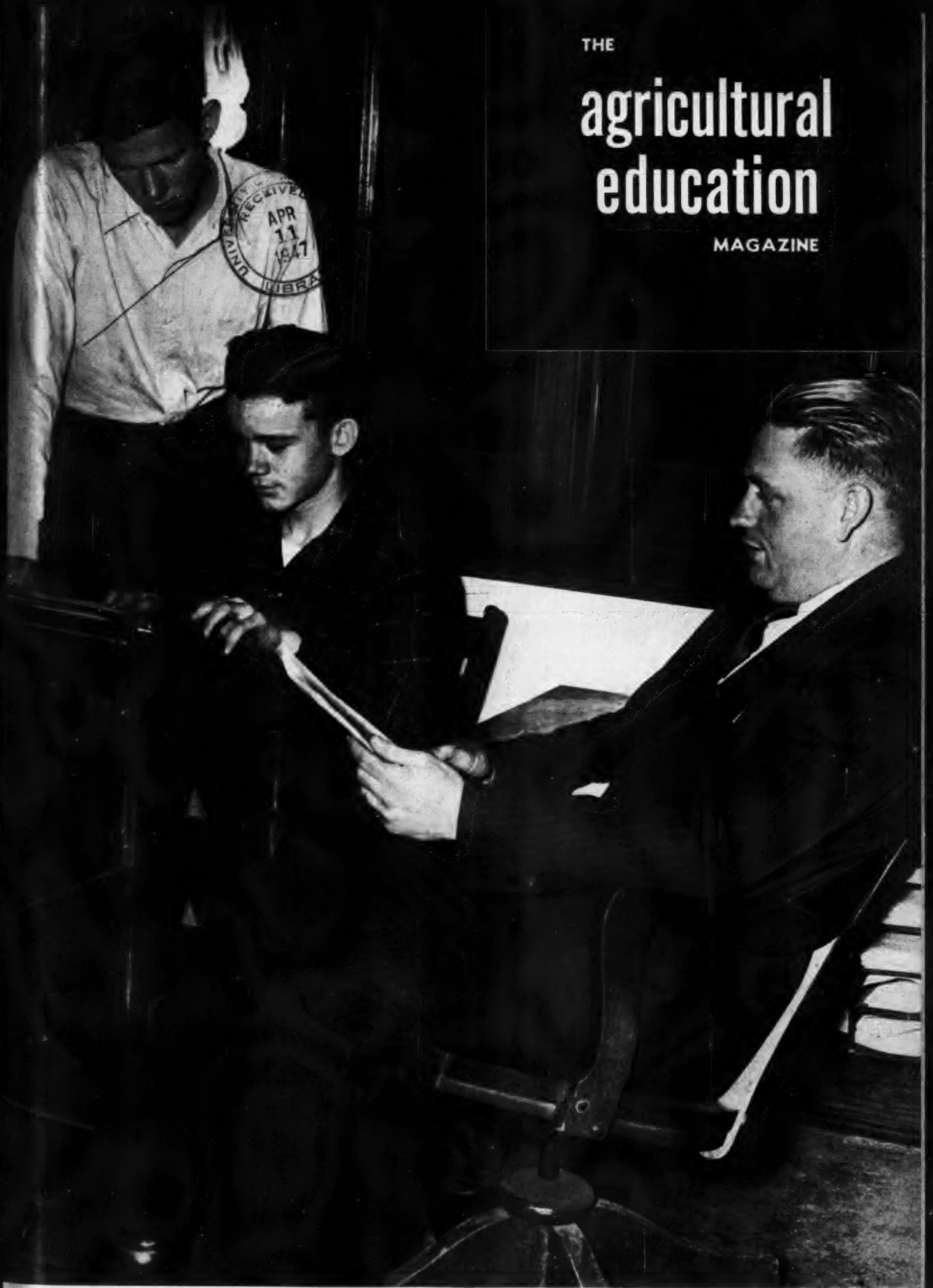


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publicize the F.F.A. is a responsibility of the reporter.—Courtesy E. B. Knight, University of Tennessee

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Editorial Comment

Training Prospective Teachers

Vocational agriculture under the Smith-Hughes Act is in its thirtieth year. Teacher-training has been the strong arm of the program from the very beginning. So important is it that funds were provided in increasing amounts for teacher-training (percentably) more rapidly than those for the salaries of teachers in service. This indicates roughly quantity production of teachers. But what is the quality of product?

The training of teachers includes two major areas—their professional training and their technical training. A survey of the professional training offered in the several training institutions, usually the colleges of agriculture, discloses that consideration is given to the job of the vocational teacher, methods of doing that job, participation practice in doing the job, and, in varying amounts, studies of special phases of the job—short courses, the F.F.A., and visual aids. But this is only a quantitative coverage. There remains the problem of measuring the quality of these courses. Which courses in methods are the best? Which courses or experiences in student teaching are the best, and so on thru the professional offerings? The research techniques are probably available for measuring these problems, but at best they would be quite subjective in content. The nature of the case makes this necessary. Nevertheless, it might prove a valuable study to have such an evaluation made. Until then, the problem remains—how good is our professional training of prospective teachers?

The other area is the technical preparation of our trainees. To a large measure the control of these offerings is not in the hands of the teacher-trainers. Surely it is no secret to say that many, many of our teachers complain that their technical courses do not give them the abilities or the understandings which they need in order to teach farm boys, young farmers, and adult farmers in their respective classes. Whether or not the members of the staff in teacher-training exert any influence upon either the quality of the offerings, meaning the methods used, or the quantity, meaning the content, depends largely upon the professional rating of the staff members on their college faculty. Some training departments have made progress working with their college faculties in improving the quality of instruction offered by their associates in the technical fields.

Studies have been made, and others are being made that bring together the abilities and understandings which the teachers on the job say prospective teachers in any one state should possess when they begin teaching. Yet, with this done, there remains the task—and it is usually the task of the staff in teacher-training—to sell the idea to the technical staff that the content of the technical courses should be changed if the needs of prospective teachers are to be met. Oftentimes this can be greatly aided by special courses being offered for those students who are preparing to teach, majors in agricultural education. An example is a course in farm shop in which shop skills are developed but methods of teaching the course in farm shop are also employed and discussed. Or, a special section of a general course may be scheduled for these same majors. An example may be a special section of a course in animal breeding (open only to majors in agricultural education) in which the special course in genetics would not be required; but, in this special section, some time would be given to elementary genetics and the balance to the content in animal breeding, thus giving some of the content of two courses in one course and saving credits for other much-needed courses.

It is to this problem that teacher-trainers everywhere should give some of their time and effort. In general, agricultural education is well received in our training institutions. Our relationships for the most part are cordial. We should be alert to our responsibilities in both the professional and the technical fields and even in a combination of these; namely, that of improving the methods of teaching used by our teachers of technical courses. Rarely, indeed, is an individual selected for the technical staff who has had adequate professional training for the job, even as much as two courses in methods of teaching. The influence of the members in agricultural education in this direction should be made to bear fruit in the immediate future.

—W. F. Stewart, Ohio State University

Summer Sessions

Elsewhere in this issue there is presented a listing of professional courses in agricultural education available in the 1947 summer sessions.

Teachers of vocational agriculture are busy people and many of them find their opportunities to enroll for course work in technical and professional subjects confined to short periods in summer terms. In addition to the contributions which the institutions have to offer, the special courses are so organized that participants may exchange experiences and work on problems of concern to their local situations. Time spent in summer sessions, at infrequent intervals, should pay dividends in the improvement of programs and in personal satisfactions to those who find it possible to avail themselves of such opportunities.

Aside from the usual types of courses in education and in agriculture included in summer sessions, a few trends are noted in plans for the 1947 sessions. These include (a) stress on workshops, (b) separate courses for special teachers of veterans, and (c) courses dealing with current developments in technical agriculture.

Credit for collecting the data presented on pages 190 and 191 is due to S. S. Sutherland and B. C. Lawson, special editors for the professional section of the magazine.

G. I. Students Today—Leaders Tomorrow

As an outcome of World War I which gave us many of our present-day leaders in vocational education, so also today we view many potential leaders among the veterans of World War II attending college. An appraisal of the group of veterans in agricultural education on our campuses would characterize them as mostly undergraduates with one to nearly four years of prewar college work completed. The majority of them are behind from three to five years occupationally in agriculture.



R. W. Canada

As you become better acquainted with each young man, he will explain to you, with courtesy and poise gained thru military experience, that he has a definite desire to become qualified as a teacher of vocational agriculture in the shortest possible time. If interest is shown in his personal situation, you will probably find he is married and may have a youngster or two in the family. If he is living in "vet" village, he will likely report that the family is comfortably housed and happy there. If he is among the group living outside, he may report tersely, but uncomplainingly, that the housing shortage is severe but that he has found some form of abode even tho the accommodations are not too satisfactory. Above all, he will probably mention that he is forced to supplement his G. I. subsistence and educational allotment by working in order to support properly his family and continue his college education.

As you work with him, you become impressed with his sincerity of purpose, his capacity for work, his willingness to accept responsibility, and the speed with which he can dispatch an assignment. You will find further that he is working harder and receiving high grades and quality points as compared with his pre-service college record.

You also find he is not the nervous, unsettled, and uncooperative individual some educators had predicted he would be, but rather he is pleasant, personable, and, in the main, calm and sure of himself.

Altogether you gain the impression that he has a planned program of education, a plan for living, and all he asks is a little help in carrying out his plans.

A glimpse into the future prompts the prediction that vocational education will be in fully as good hands in the years ahead as it has been in the past.—R. W. Canada, Colorado A and M College

Methods and Materials

G. P. DEYOE

Making Generalizations—A Fundamental Value

W. F. STEWART, Teacher Education, Ohio State University, Columbus

"WE LEARN from experience," "Trial and error," and "Experience is the best teacher" are statements familiar to all of us, but too often their value is not fully understood in the development of the working knowledge of the average individual. Occasionally in my teaching I make use of the expression "A million dollar idea." One of these occasions is in my presentation of the concept of making generalizations: "What is significant in teaching vocational agriculture, in determining useful subject matter—the facts to be fixed in mind thru repetition, or the knowledge to be retained?"



W. F. Stewart

Experience As a Basis for Generalizing

A crude drawing may visualize the procedure in experiencing a repetition of a certain procedure and in noting the resulting thinking so that we can talk about the whole procedure with better understanding. Let us use as an example the successive experiences in growing a crop of corn. And, in doing so, let us think back to these very early experiences when the crop was first being grown. The first experience might be represented by a bending and curving line (1). This experience resulted in some yield of corn, however small, but the corn had value, and so it was decided to repeat the experience in order for the human being concerned to live better. Naturally, shall we say, he resolved to grow a little larger crop if possible, to increase his 10-bushel yield to some larger amount. This amount, determined before he started his second year's experience, we shall term his goal, his objective, his aim, and indicate it by a symbol (a). Then he had his second experience in growing a crop of corn, and another twisting line (2) is drawn, and a bit longer, if he succeeded in growing a larger yield than the first time. Similarly, he set a higher goal (b) the next year, and each successive year, (c), (d), and he had the experiences recorded as (3), (4), (5).

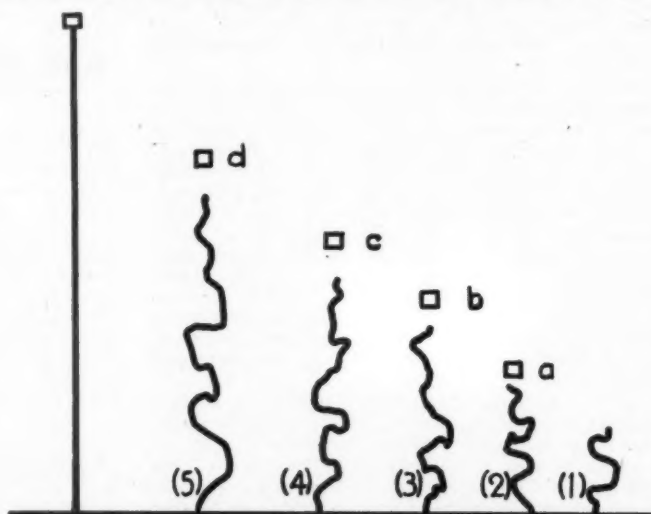
What makes up the experiences of any of these years as diagrammed? There are three main elements. If the activity connected with the growing of the crop was beneficial in terms of yield, then the line is moved upward toward the goal. If the day's work made no contribution or did no harm, it would be represented by moving the end of the line horizontally in either direction. This day's work would be typified by the remark, "I would have

been just as well off to have stayed out of the field that day." No gain, no loss. If, in his search for ways to produce a crop of corn, he did something that worked harm, that is, cut his yield, then that activity is diagrammed by a line pointing downward somewhat below the horizontal. Such a day's work would be referred to in these words, "I would have been better off to have stayed out of the field that day." These three elements, together with the goal which may be assumed after the first experience, constitute the entire diagram of successive experiences in growing a crop of corn. These might be appropriately described by writing across the series of graphs in

characteristics of the cow which seem to affect its dairy efficiency, its ability to produce milk. That was the first cow. A second rectangle and a third and a fourth would represent other dairy cows, perhaps better dairy cows, and the short dashes within the rectangles would represent their characteristics. So, in a measure, these rectangles picture trial and error experiences with dairy cows used for some obvious objective such as producing milk. Thus are diagrammed the trial and error experiences in *procedures* and with *things*.

Making Generalizations

The human animal is endowed in varying degree with the ability to profit from his past experiences as no other animal can do. The essence of this mental activity is called "making generalizations" or "drawing conclusions from experiences," or, more



A Diagram of Trial and Error Experiences and an Ideal (1), (2), (3), (4), (5): Successive series of experiences, with achievement in each case indicated by vertical height of wavy line □: Goal. Successive goals indicated by a, b, c, d. Line at left represents the ideal

the drawing "trial and error experiences."

Over at the left of the diagram is a straight line drawn from the beginning of the crop of corn directly to the goal. It is left to the reader to describe the experience which is thus appropriately diagrammed.

Kinds of Situations

This series of trial and error experiences are experiences in *procedures*, such as growing a crop, teaching a lesson, or directing a meeting. We might classify another type of thought situations in which we have a number of *entities* or *things* from which, with our normal intelligence, we draw conclusions or make generalizations. Add, then, to the diagram by the side of experience (1) a vertical rectangle with some short horizontal lines within it. Let this rectangle represent a dairy cow and the short lines the

pointedly, asking yourself, "What gets results? What works?" Note that, in order to answer this question from your experiences, you must have in mind the objective, the goal, the aim of the procedure, or of the specific thing. In the case of growing the corn crop it was a desired yield. In the case of the dairy cow it was milk production or butterfat production.

These generalizations can be made from either the whole procedure or any part of it. They may be stated in various forms and structures. Let us take examples from the series of experiences in growing a crop of corn. Now let your mind work. What got results? I might conclude, "Corn profits from a complete fertilizer" or "The soil should be well supplied with organic matter." Or I might describe the preferred seedbeds as *firm, mellow, fertile* seedbeds. I might conclude with reference to the planting

depth $1\frac{1}{2}$ to 2 inches as the depth range that gets the best results. Similarly, in width of rows, 3 to $3\frac{1}{2}$ feet. Or I might conclude that the seedbed, the fertility of the soil, the quality of seed are important considerations in growing corn.

Similarly, the individual could draw conclusions with reference to several entities such as dairy cows, lessons, or boys' farming programs. Remember, you are simply asking yourself what gets results, what works with reference to repetitive experiences in a procedure or a series of experiences with an entity. That's all.

Kinds of Generalizations

Now, let's look at our generalizations and organize them. Give the forms of statements of these generalizations different names and out comes our fund of functioning knowledge. Let's take the first generalization above. This we call a *principle*. It may be defined as a complete, declarative sentence, a pure generalization; sometimes it is characterized by the auxiliary verb *should*. How do we know which complete, declarative sentences are generalizations and which are not? The answer is that the individual must see in the derivation of the statement that it has come from a series of trial and error experiences. When I say, "Today is Tuesday," is that a conclusion from a number of experiences, or has it been known that today would be Tuesday ever since the present calendar was adopted? Similarly, "The man is running" is a declarative statement but certainly not derived from a series of experiences.

Next, $1\frac{1}{2}$ to 2 inches, 3 to $3\frac{1}{2}$ feet, 1 nest to 6 hens, 10 inches of roosting space per bird, and the like, are generalizations which are classified as *standards*. They may be defined as quantitative values usually, objective in nature, and for the most part, specific.

Another generalization is a *characteristic* such as the characteristics of a seedbed, a dairy cow, and a well-planned lesson. These are qualitative in nature, oftentimes adjectives, sometimes key words with or without modifying adjectives or phrases. Another generalization is termed a *factor*. This is a key word with or without qualifying terms or phrases; it is indefinite; it merely suggests an area of thought without conveying specific information. We often refer to "interest, understanding, and use" as factors of retention; yet by merely stating the factors, we do not know what to do about them. They are general and indefinite. *Requirements* is another generalization, very similar to characteristics. The requirements of a good seedbed and the characteristics of a good seedbed are practically identical. Another term, based upon generalizations, is *rules*. Rules are similar to requirements. There is usually someone in authority who demands the observance of the rules in the conduct of others, but the authority who imposes the rules has derived them from experiences in which it has been found that observance of the rules usually brings better results than does their violation. So rules and requirements have much in common.

If our trial and error experiences are in the field of manipulative ability, then our generalizations concerning the "best" procedure to achieve a certain objective are named *techniques* or *operative steps*. The usual form of statement is the imperative

sentence or command. For example, in sharpening a plane bit, the techniques or steps might be: (1) Take the plane bit in the right hand and grasp it firmly with the left hand beneath the bit; (2) Apply the fingers of the right hand gently to the upper side of the bit and approach the revolving grinder with the edge of the bit parallel to the edge of the stone, and so on.

In everyday life, one may define certain kinds of generalizations as *laws*, *bylaws*, and *regulations*.

Finally, one other form of generalization is in common use—the *criterion*. By definition a criterion is a basis of criticism. What do you need to know to criticize a certain thing or a certain procedure? Is it not the generalizations enumerated above? If, in a certain situation, a generalization is applied, then your comment is favorable; if it is lacking, then that becomes the basis for your unfavorable criticism. So, any generalization turned into a question becomes a valid criterion in a given situation. Are the guardrails installed? If "yes," then the criticism is favorable; if "no," then unfavorable. Why? Because installed guardrails are a characteristic of a well-fitted farrowing pen. Is 10 inches per hen allowed in roost space? Ten inches per hen is a standard in poultry-house construction. If it is present, the comment is favorable. Is the foundation rodentproof? This may be either a characteristic of a good foundation or a principle of foundation construction. So, we may define a criterion as any generalization turned into a question. Do you not see why these are good criteria, good bases for criticism? Remember, they were derived in answer to the question, "What brought results; what works?" That's the reason.

So, there they are, our generalizations from a variety of life situations. Let's enumerate them: a *principle*, a *standard*, a *characteristic*, a *requirement*, a *rule*, a *factor*, a *technique*, a *step*, a *criterion*—all are closely related. Call them first cousins, if you please, and realize that the differences between them are slight in some cases and that people generally do not differentiate clearly in their usage of these terms. Try it by asking two or three of your friends to define any one of them. What is the relation of generalizations to fundamental knowledge, to things to be retained? They are the very essence of fundamental knowledge because they answer the question "What gets results?" Read a bulletin from your agricultural extension service. Underline the facts which boys should retain, and you will find that they classify in most cases as forms of generalizations.

Can we not, therefore, well afford to ask ourselves before teaching a certain lesson, what are the truths or generalizations related to this lesson which should be emphasized, which should be given some repetition so as to fix them in mind, which are to be retained for use in other life situations? When the teacher is aware of these important facts and their sources, he is better prepared to place emphasis at the proper point. When pupils are aware of these technical facts, then they can give their time effectively to organizing them for retention without cluttering up their thinking with useless facts.

A realization of the sources of generalizations in the development of scientific knowledge can be helpful in improving the effectiveness of good teaching. Yes, understanding the making of generalizations is a fundamental value in good teaching.

Book Reviews

Raising Livestock, by Walter H. Peters and George P. Deyoe, pp. 516, illustrated, McGraw Hill Book Company, list \$2.60.



A. P. Davidson

The 10 chapters carrying a wealth of practical information on the raising of farm animals are organized around the specific activities involved in livestock production. The well-selected material is arranged in such a way as to enable the reader to find easily, specific suggestions for solving the problems that confront him in producing, handling, and marketing livestock. The 240 illustrations are well chosen and many depict activities of students of vocational agriculture and F.F.A. members. The topics treated in the 10 chapters are: Engaging in the Livestock Business; Selecting, Feeding, Housing, and Equipment; Caring For and Handling; Health; Breeding and Improving; Records; Marketing Livestock and Livestock Products; Preparing and Processing Livestock Products for Home Use. The appendix carries, in addition to the percentage of composition of feedstuffs used in animal feeding, addresses of secretaries of purebred livestock registry associations, measurement and capacity information, and forms for cost of production analysis of animal production projects. Attention is called to an eight-page list of correlated visual aids. *Raising Livestock* should find a ready welcome among teachers of vocational agriculture and others interested in livestock production. APD

Education—America's Magic, by Raymond M. Hughes and William H. Lancelot, pp. 198, illustrated, published by The Iowa State College Press, Ames, Iowa, list price \$2.50. The authors have attempted to rank the 48 states educationally and have done a workmanlike job. They use a series of objective criteria which if not completely valid are certainly informative and which, the authors say, "seem to rank high as to both validity and significance." The criteria include educational accomplishment—the average educational achievement as indicated by completion of the eighth grade, high school enrollment, high school graduation, college enrollment, college graduation; ability to support education—state income per child of school age; accomplishment in relation to ability; degree of effort—the percentage of income devoted to education; efficiency of educational effort; and educational level of the adult population. Each state is ranked on each criterion and also on all criteria in combination to determine "over-all performance." The authors are considerate of the economically poor states that try hard to provide adequate educational support and of the states having the expensive dual system for whites and for negroes, but they are not gentle with wealthy states which rank near the bottom. Half of the book is devoted to the ranking of states. The other half contains informative chapters on a wide range of subjects of paramount interest to educators and laymen alike.—APD

Supervision

LANO BARRON

Supervision and Individual Instruction in Agricultural Education

PART I

GENERAL PRINCIPLES

S. S. SUTHERLAND, Teacher Education, University of California, Davis

INDIVIDUAL instruction and supervision are so closely related that it is difficult to differentiate between them or to determine where one leaves off and the other begins. Both deal with the directing of activities of an individual on a job which, in vocational agriculture, may be either employment or a self-proprietorship enterprise, generally the latter. Supervision may be defined as directing the activities of workers, while teaching or instructing has been defined as "guiding and directing the learning activities of pupils (trainees)." When the worker becomes a trainee and his job activities become learning activities, there seems to be little apparent difference between instruction and supervision as related to on-the-job training. Of the two, however, supervision is the larger and more inclusive term, for it involves over-all responsibility for and general direction of all activities, including those which are primarily for learning. Thus, supervision generally involves some inspectional, promotional, and administrative duties as well as instruction.

Scope and Limitations

The place of individual instruction in education has long been recognized. One of the basic principles of vocational education is that "individual instruction should be provided whenever necessary to the progress of any member of the group. . . ." This principle has particular application to any type of on-the-job training.

In on-the-job training for veterans, training officers operate on the principle that "a job does not necessarily imply training," thus taking cognizance of the fact that instruction and supervision are essential accompaniments to the work experience and training activities of the learner. Indeed, it is difficult to visualize any effective program of on-the-job training which does not include group or class instruction, individual instruction, and supervision of learning activities as integrated parts of the whole.

In theory, individual instruction should be the most effective method of teaching available to the instructor of students receiving on-the-job training, since it deals directly with the needs and interests of the individual and is focused on the solution of his own particular problems.



S. S. Sutherland

This is the first of two articles on supervision by Mr. Sutherland. It is adapted from a contribution which the author and H. H. Burlingham, regional supervisor of agricultural education in California, prepared for the 1947 Yearbook of the Rural Department of the N.E.A.—Editor

In practice, however, there are a number of factors which may prevent its use at its potential maximum effectiveness, and a knowledge of these inhibiting factors is essential to the supervising instructor in order that he may plan his work to avoid these pitfalls.

Some Practical Difficulties in Providing Effective Supervision and Individual Instruction

There are many conditions which may limit or lessen the effectiveness of a program of individual instruction and supervision in rural areas and which must be recognized in planning such a program. Of these, at least the following are of primary importance:

1. *Individual instruction requires more time.* Whereas, in providing group instruction, a problem of common interest may be discussed and thought thru with 20 to 30 trainees in about the same period of time as with 8 or 10 or even 1, in individual instruction the time required increases directly in proportion to the number of trainees involved, and the number that can be supervised adequately by one instructor is definitely limited by this factor alone.

Travel time, also, and the distance between trainees are other important factors in rural districts. In urban communities, trainees may be and generally are concentrated in a relatively limited area. Five or 10 minutes by street car, bus, or auto may be all that separates the supervisor and the trainee in the city or town, while in the country, a supervisory trip may have to be planned in terms of hours or even days, particularly in some of the Western states with their sparse farm populations. These trips, therefore, must be carefully planned and scheduled in order to be of maximum benefit to trainees and to utilize the time of the supervisor and the trainee most effectively. County high schools in the intermountain states have many pupils living more than 100 miles from the campus, and providing supervision for them must take into account not only actual supervisory and instructional time, but also the time required for traveling to and between the homes of trainees or their places of employment.

2. *Individual instruction is more expensive.* In addition to being more time-consuming, individual instruction generally costs more both in total and per capita than group instruction. Where individual instruction and supervision is a part of the training program, fewer trainees may be assigned per instructor, and instructors go to the students rather than requiring students to come to them. In on-the-farm training of veterans in agriculture, for example, it is doubtful whether more than 15 to 18 trainees may be adequately taught and supervised by an instructor, whereas the number which could be taught as a class in group instruction might be twice or several times that number. Travel expense for supervision is a cost item to be borne by the institution providing this training and is a major factor where automobile travel may cost 5 or 6 cents per mile.

3. *Individual instruction is a relatively undeveloped technique.* While it seems that we should have had ample opportunity to develop a background of knowledge and experience as a basis for formulating principles and approved practices in supervision and individual instruction, relatively little has been done in this field as compared with classroom and group instruction. While it is true that there have been a number of excellent publications during the past decade dealing with various specialized phases of this subject, and that during the years of World War II our experience has grown tremendously, we still know less about providing good supervision and individual instruction than we do about teaching groups. This applies equally to teachers and to those who are charged with the responsibility of training teachers, and as a result there is a dearth of personnel trained to do this important job. The plaint of the average supervisor of on-the-farm training for veterans is "What'll I do when I go out to visit the farmer?" His question is a pertinent one, and a satisfactory answer must be forthcoming if individual instruction is to become as effective in practice as it is in principle.

4. *Individual instruction is difficult to do well.* Not only do we seem to know less about individual instruction and supervisory techniques, but it also appears to be a more difficult kind of instruction to do well. Perhaps this is simply cause and effect, and as we develop proved methods, this apparent difficulty may disappear. It requires more preparation by the instructor. Fifteen students may require assistance with 15 different problems, and preparation not on one subject, but on 15. It demands a wider knowledge and more practical experience. A man-to-man question, "Here's my situation; what shall I do about it?" demands a satisfactory answer, an answer based on sound information and down-to-earth experience. Such a question cannot be dismissed with some vague generalities. The trainee wants to know; he wants help; and it is the responsibility of the supervisor to give that help.

This type of teaching requires a person

who has the ability to work with individuals, to "get along" with them, and one who knows and can apply the techniques of individual instruction. The teacher who has demonstrated his ability as a class instructor may or may not be effective in working with individuals.

This fact is illustrated rather well by an incident which occurred in a western high school a few years ago. The teacher of vocational agriculture wished to attend a summer session at the state agricultural college which came at a time when he should be visiting and supervising the farming programs of his pupils. He discussed his problem with the high-school principal, who was thoroughly familiar with the agricultural problems of the area and who volunteered to take over the supervisory work in order that the teacher might attend summer school. In the discussion, the principal made the statement that he welcomed the chance to take over this work as he wanted to see just what it entailed, that he and the board had questioned its value and whether the cost for travel and the time for supervision was justified. The teacher made out an itinerary of visits for the principal and left for his classes.

In less than a week, the teacher received a long-distance telephone call from his home town. It was from the principal. "You'd better check out of your classes and come back," he said. "This is too much for me to handle. I thought I knew something about farming problems, but even your freshmen boys ask me questions I can't answer."

Incidentally, there were no further questions raised by the school administration regarding either the value or the cost of summer supervision and individual instruction in vocational agriculture.

On the other hand, many persons, especially lay instructors, work much more effectively with individuals than with groups. Doubtless this arises from the fact that individual instruction is less formal and depends for its effectiveness upon a man-to-man relationship and mutual respect and understanding between instructor and pupil.

Individual instruction and supervisory visits are more difficult to plan. Each trainee's objective and training program may be different; certainly each trainee is an individual and, as such, will respond to different approaches and methods. Fifteen supervisory visits generally require 15 different plans, not just one plan as in group instruction.

General Principles of Individual Instruction and Supervision

Compiling a complete list of the principles of effective supervision and individual instruction is a difficult task. One of the most concise statements of principles was made by the Bureau of Training of the War Manpower Commission during World War II and was used as a basis for providing the so-called "Job-Relations" training to supervisors in war industries by the Training Within Industry Service. This statement starts with the major premise that "People Must Be Treated As Individuals" and presents four principles or guides for supervisors to follow in getting results with people under their supervision.

1. Let each worker (trainee) know how he is getting along.
2. Give credit when due.
3. Tell people in advance about changes

es that will affect them.

4. Make the best use of each person's ability.

In the training of supervisors, these principles were presented as the foundation of good relationships between supervisor and worker, and all seem to have direct application to the supervision and individual instruction of trainees on the job, especially in the matter of maintaining the right kind of relationships between instructor and trainee.

It would seem obvious that with individual instruction it would be necessary that trainees "must be treated as individuals" since each has his own particular objective, his own peculiar abilities, limitations, conditions, and problems. However, the teacher who has been trained to deal primarily with class instruction, who is accustomed to giving the same instruction, the same assignments, and the same problems to each member of his classes may experience real difficulty in dealing specifically with the problems of individuals. Yet in on-the-job training, each situation is different and presents its own problems. Each boy in vocational agriculture, each veteran in on-the-farm training, and each young farmer or evening-class member has his own particular objective, his own peculiar abilities, limitations, and problems. These must be dealt with by the supervisor, not with generalizations, but with advice and assistance and instruction focused directly on the problem of the individual and with a full knowledge of the conditions under which the trainee is working.

The other four principles seem also to have direct application to the effective supervision and instruction of trainees on the job and on the farm. Keeping each trainee informed as to the progress which he is making is a psychologically sound procedure and a potent factor in maintaining the interest of the student in his training program. To do so requires that the supervising instructor be thoroughly familiar with the objective of each trainee, have a record of it, and keep a record of progress which the individual is making.

"Give credit when due." State and district supervisors of vocational teachers are generally agreed that one of their major responsibilities is that of maintaining the morale of their charges. This doubtless is an important duty also of the teacher of vocational agriculture in supervising the farming programs of boys, veterans, and other class members. The effective supervisor of trainees on the job looks for good performance on which he can compliment the trainee, and not particularly (certainly not primarily) for things to criticize. The trainee on the job often lacks the opportunity to compare his efforts with those of other trainees in the way which pupils do in classes where they are receiving group instruction. Therefore, it is even more imperative that the trainee receiving individual instruction be kept informed at all times as to just how he is getting along.

Telling trainees in advance about changes in training procedure, changes of meeting dates, or of the time of supervisory visits is just good common sense and a procedure that most supervisors will naturally adopt. Making the best use of each trainee's ability is fundamental in individual instruction and supervision, and the opportunities for encouraging trainees to develop individual talents and abilities are manifold.

Our Leadership

PROFESSOR

R. H. Palmer has been head of the department of agricultural education at Montana State College, Bozeman, since 1931. Prior to that time he had served as a teacher of vocational agriculture at Audubon, Iowa, and as supervising teacher at Ankeny, Iowa. He was trained originally as a veterinarian at Iowa State College and later received an M. S. degree in vocational education at Iowa State College.

Professor Palmer is very much interested in the field of teaching methods and in vocational guidance. During World War II he served as personnel consultant, and Information and Education Officer, AUS.



R. H. Palmer

IN ADDITION to his duties of state supervisor of vocational agriculture, Mr. J. R. Cullison, of Arizona, was recently appointed state director of vocational education.

Mr. Cullison was reared in Illinois and received his undergraduate and the masters degree

at the University of Illinois. From 1930 to 1936 he taught vocational agriculture in the state, and then accepted a similar position in Arizona. In 1938 he became assistant professor of agricultural education at the University of Arizona and in March 1946 was designated as the state supervisor.

Mr. Cullison has been responsible for the development of much course material in vocational agriculture, including publications on farm mechanics.

A state livestock-improvement program has been initiated by the North Carolina Association of F.F.A., in which 50 bulls have been distributed among the 42 federations in the state. The Sears Roebuck Foundation is cooperating in the project, which is designed to assist the 23,000 F.F.A. members to increase the scope and to improve the quality of their farming programs.

The F.F.A. chapter at Whitehaven, Tennessee, cleared over \$800 last year from their chapter greenhouse. The organization uses this medium to increase chapter funds, to provide laboratory work in soils, and in insect control, and to produce flowers and vegetable plants for the school area. Most of the money derived from the operation of the greenhouse is used for the chapter loan fund.

The temperature of wheat in white-painted grain bins is from 5 to 10 degrees lower than in unpainted bins of equal size.



J. R. Cullison

S. S. SUTHERLAND

Professional

B. C. LAWSON

School Farms and Plots in the Pacific Region

E. J. JOHNSON, Federal Agent, Agricultural Education, U. S. Office of Education

THE alert instructor of vocational agriculture is not bound by formal routine. His procedures, class organization, and course of study may be informal, but he never loses sight of his ultimate objective — that of training and assisting young men to



E. J. Johnson

become established satisfactorily in farming. This objective is pursued both in school and out on the farm by such an instructor because he measures his success by what his students actually accomplish and whether they farm successfully. In order to achieve this, the field of activity cannot be confined to the four walls of the classroom; therefore, it embraces the life and work of the farming community in which he is located. The content of instruction, the motives for learning, and the facilities for instruction must come from the farm life of the community. The evidence that many instructors are utilizing numerous facilities for instruction which are outside of the classroom was brought forth in a survey made in the Pacific region in 1944, and again in 1946. During this time a notable growth was made in the use of such educational facilities.

Approximately 40 percent of the departments of vocational agriculture in the Pacific region operate and manage land or some other major instructional device as a department or F.F.A. chapter educational activity. Such farms and plots may be grouped under three headings: namely, Farms, Observation or Testing Plots, and Garden Plots. In addition, many schools have other major instructional devices used in the educational program, such as greenhouses, lath houses, hotbeds, coldframes, plant laboratories, animal laboratories, feedlots, and many kinds of farming equipment. There are 167 departments which own motorized farming equipment, including trucks, over 100 tractors, and several hundred tractor implements, many of which are self propelled. This equipment includes sprayers, pickup balers, feed grinders, feed mixers, combines, plows, concrete mixers, land levellers, cultivators, mowers, ditchers, and posthole diggers.

Of the 108 school farms in this region operated by departments of vocational agriculture, 78 are owned by the schools and the remaining 30 are leased. The average size of the leased farms is 57.8 acres, and of those owned 32.9 acres. Ten of the 12 regional units (11 states and Hawaii) have school farms in operation. Of the 262 plots utilized by schools, 178

are garden plots, and the remainder are primarily for observation. They average slightly under one acre in size.

Purpose of School Farms and Plots

The use made of the land in farms, garden, and observation plots by departments of vocational agriculture may be summarized as follows:

1. To provide more satisfactory supervised farming facilities than are available on students' home farms
 - a. To provide farm employment to those students in need of such training
 - b. A place to enlarge and sometimes conduct a supervised farming program for urban, semiurban, and other youths lacking such facilities
2. To provide income for students, chapter, and department
3. To store feed, seed, equipment, and instructional aids
4. To enrich the instructional program and to aid in establishing students in farming
5. To provide educational work experience to meet the specific needs of students who are lacking in such training
6. To provide farm management experience which is pertinent to local conditions
7. To provide a core of common problems and situations close at hand for use in instruction, including observation, demonstration, and

student participation

8. To provide, under proper supervision, essential training and participating experience in operating, servicing, reconditioning, and storing of farm machinery, including safety practices
9. To provide for cooperative effort in the production, processing, conserving, grading, packing, and marketing of farm commodities
10. To provide facilities for crops: plant beds, coldframes, nursery stock, lath houses, greenhouses, seed treaters, etc.
11. To introduce new crop enterprises or varieties and particularly to demonstrate their adaptability to the types of farming and the soil, moisture and climatic conditions of the local community
12. To demonstrate the use of farm practices that may be adopted on students' home farms or in their supervised farming programs
13. To assist in demonstrating and determining the feasibility of new and improved farm practices in the enterprises of the community
14. To make it possible to speed up or to expedite practices that are difficult to initiate on the home farm
15. To provide visual material for instruction and observation
16. To provide products for the school lunch program and for instructional use in connection with school community canneries.

Other Uses

In addition, school farms are used:

1. To provide facilities for show, market, and breeding livestock, including such things as: stock scales, wash racks, squeeze chutes,



Some of the livestock buildings and corrals on the 20-acre school farm at Shafter, California

- loading chutes, corrals, feeding yards, feed grinders, feed mixers, dipping vats, and incubators
2. To provide quarters for department- and chapter-owned breeding stock
 3. To provide another instructional device which is particularly helpful where:
 - a. Land opportunities are limited
 - b. Conditions are semiurban
 - c. Land is extremely costly
 - d. Land is being reclaimed, as cut-over or stump land
 - e. Home practices, facilities and conditions are unsatisfactory
 4. To provide equipment for use of students in their supervised farming work at home and as a means of increasing the size and quality of their projects and improving labor efficiency.

Precautions

In the operation and management of school farms and plots, the following should receive careful consideration:

1. The instructor should be occupationally competent to manage the project
2. The school should underwrite the costs, including operation, just as for any other school laboratory
3. A sound financial plan should be developed and followed to minimize risks
4. The land should be convenient to the school in order to facilitate its operation and make possible its effective use in the educational program
5. Accurate and current records should be kept on all phases of operation
6. Reports based upon the records should be made at determined intervals to the school administration
7. A well-selected advisory council should be used
8. Avoid the selection and use of unsatisfactory land, facilities, and location
9. All parts of the project should be maintained in a clean and orderly manner in order to avoid justifi-

able criticism

10. Compensation should be provided for all labor beyond that of an instructional level
11. The water rights must be adequate in an area where irrigation is used
12. Thorough training program in the care, use, and operation of the equipment should be provided for each student before he is permitted to operate such equipment
13. The school, department, or chapter, should either own the land or have a long-term lease in order to assure sufficient time to complete a well-planned program
14. The teacher should be expected to remain for a period of years
15. An undue share of the instructors' and students' time should not be given to this phase of instruction.

Specific Precautions—Farms and Observation Plots

For maximum effectiveness, the school farm must be large enough to use standard farming practices and equipment; definite operational and managerial plans should be developed on a long-time basis; a resident manager should live on or close to the farm; and a sufficient supply of labor should be available as needed.

When developing a testing program for observation purposes, plans for the project should be carefully worked out with colleges and experiment stations.

Summary

The total number of school farms and plots is increasing in the Pacific region. This does not mean that such educational devices are recommended for all departments of vocational agriculture, but it would seem to indicate that such devices are meeting an apparent educational need. The success of a school farm, garden, or observation plot, both from the standpoint of efficiency of operation and its effectiveness as an instructional device, depends largely upon the ability, attitude, and vision of the teacher of vocational agriculture in charge.

An Orchid for the Average "C" Teacher

ARTHUR FLOYD, Teacher Education,
Tuskegee Institute, Alabama

IT MAY be refreshing to enumerate some of the features of a good program of vocational agriculture. Along with the aims and objectives of the National Vocational Education Act of 1917, a good program of vocational agriculture will consist of:



Arthur Floyd

- a. Getting those individuals so inclined by the teacher's guidance and instruction progressively established in farming.
- b. Encouraging those not best suited for a farming career to choose and pursue other vocations.
- c. Assisting those who choose to farm to get the necessary and important facilities, information, and skills that will enable them to realize the greatest profits from their efforts.
- d. Giving individuals the kind of experiences and essential contacts that will encourage them to work cooperatively with their neighbors for the good of themselves and the common good of the community.
- e. Teaching students to love and appreciate farming and country life and to realize the comparative importance of their calling.
- f. Inspiring and assisting people to grow to the stature of leaders who will work with their associates in developing and securing such individual and community services that will raise the plane of living for themselves and their community.
- g. Developing individuals to the extent that they will live in ever-widening circles, local, state, national, and international, and see themselves in the total picture with those engaged in other callings and activities.
- h. Enabling people to realize and promote other essential efforts, such as: (1) health, (2) recreation, (3) and other desirable leisure time activities.

Proper Training Essential

If the above can be accepted as a few of the features of a good program that a teacher of vocational agriculture should promote, many of our courses designed to prepare teachers of vocational agriculture are undoubtedly inadequate. This observation can only suggest that teachers of vocational agriculture should have the wisdom and resourcefulness to see and appreciate these essentials and make them a part of their teaching program. It is on the basis of the application of these standards that supervisors are inclined to rate the teachers of vocational agriculture, regardless of the grade they received in college.

In regard to college grades, the author has made an interesting observation in comparing the college rating of students with their ratings as successful teachers.

(Continued on page 197)



Preparing cattle for the state Guernsey sale on the school farm at Bakersfield, California

Graduate Courses in Agricultural Education Available to Teachers of Agriculture in the 1947 Summer Sessions

Editor's Note: The opportunities being presented to teachers of vocational agriculture for professional improvement are returning to normalcy. In view of this there is presented herewith a listing of courses available to teachers in the 1947 summer sessions. Because of space limita-

tions additional offerings, including undergraduate courses in agricultural education and graduate courses in general education and in technical agriculture, are not included. For some of the sessions the listings are tentative and persons planning to register for work out-

side of their home states are advised to check final announcements. The colleges and universities represented include those from which data had been made available to the editors by the time copy for this issue was submitted to the publisher a few weeks previously.

State and Institution	Courses Offered	Instructor	Credit Hours Sem/Quar	Duration of Course
ALABAMA: Alabama Polytechnic Institute Auburn	Methods in Adult Education Farm Shop	Gibson Bottoms	2 quar 2 quar	July 15—Aug. 3 July 15—Aug. 3
ARIZONA: U. of Arizona Tucson	203s Teaching Out-of-School Groups 224s Conducting Student Organizations 191s Teaching Agricultural Practices	Cline Cline Schafer	2 sem 2 sem 2 sem	June 9—25 June 9—25 June 25—July 12
CALIFORNIA: California Polytechnic San Luis Obispo	500Q Agricultural Teaching Problems 520Q New Developments in Agricultural Production	Staff Staff	1 quar 1 quar	Summer conf. Summer conf.
U. of California College of Agriculture, Davis	S260 Seminar in Vocational Education	Griffin & Sutherland	2 sem	Aug. 4—Sept. 12
COLORADO: Colorado State College Fort Collins	130 Special Methods in Agricultural Education 133 Methods in Supervised Practice 230 Special Problems in Agricultural Education 238 Advanced Methods in Teaching Agriculture 239 Methods in Farm Mechanics 103 Philosophy of Vocational Education 116 History of Vocational Education 195 Problems in Vocational Education 230 Special Problems in Agricultural Education 233 Supervising F.F.A. Activities 244 Seminar in Agricultural Education 120 Human Relations in Vocational Education 201 Principles and Methods of Adult Education	Bradford Cook Cook Bradford Canada Staff Brickson Hinderman Foard Foard Canada Hinderman Johnson	3 quar 3 quar 3 quar 3 quar 3 quar 3 quar 3 quar 3 quar 3 quar 3 quar 3 quar 3 quar 3 quar	June 23—July 18 June 23—July 18 June 23—July 18 June 23—July 18 June 23—July 18 June 23—July 18 June 23—July 18 June 23—July 18 July 21—Aug. 15 July 21—Aug. 15 July 21—Aug. 15 July 21—Aug. 15 July 21—Aug. 15
FLORIDA: U. of Florida Gainesville	568 Problems in Agricultural Education 3031 Methods in Teaching Agriculture	Garris & Loften Garris & Loften	3 sem 3 sem	1st 3 wks of 2nd term 2nd 3 wks of 2nd term
IDAHO: U. of Idaho, Moscow	257 Problems in Teaching Vocational Agriculture	Winner	3 sem	Arr
ILLINOIS: U. of Illinois, Urbana	The High-School Program of Agricultural Education The Community Program of Agricultural Education	Hamlin Hamlin	2 sem 2 sem	June 9—July 3 June 9—July 3
INDIANA: Purdue University, Lafayette	228 Seminar in Vocational Agricultural Education	Lawson	3 sem	July 14—Aug. 2
IOWA: Iowa State College Ames	590A Special Topics in Agricultural Education 690A Research in Agricultural Education 538 Part-Time Education in Agriculture 537 Methods of Teaching Adults 515 Teaching Farm Mechanics	McClelland, Sexauer, & Starrak McClelland, Sexauer, & Starrak McClelland Sexauer Morford	1-5 quar 1-9 quar 2 or 3 quar 2 quar 3 quar	June 16—July 1 June 16—July 23 July 23—Aug. 29 June 16—July 1 June 16—July 23 July 23—Aug. 29 June 16—July 23 July 23—Aug. 29 June 16—July 1
KENTUCKY: U. of Kentucky Lexington	179 Determining Content in Vocational Agriculture 287c Adult-Farmer Schools 287f Young-Farmer Schools 280 Method in Teaching Vocational Agriculture 287b Selecting Teaching Materials 287a Advanced Problems in Agricultural Education 289a Research in Agricultural Education 175c1 Modern Education Problems 287d Directing Farm Practice 287a Advanced Problems in Agricultural Education 289a, b Research in Agricultural Education	Hammonds & Wall Tabb Armstrong Hammonds & Wall Tabb Hammonds, Tabb, & Armstrong Hammonds, Tabb, & Armstrong Tabb Hammonds Hammonds, Tabb, & Armstrong Armstrong, Hammonds, & Tabb	4 quar 4 quar 4 quar 4 quar 4 quar 4 quar 5 quar 5 quar 4 quar 4 quar 5 quar 5 quar	June 16—July 2 June 16—July 2 June 16—July 2 July 3—19 July 3—19 June 16—July 19 June 16—July 19 July 21—Aug. 6 July 21—Aug. 6 July 21—Aug. 23 July 21—Aug. 23
LOUISIANA: La. State U. Baton Rouge	201 Scientific Methods in Vocational Education 208 State Supervision of Vocational Agriculture 231 Efficiency in Vocational Education in Agriculture 2112 Supervising Apprentice Teaching in Vocational Agriculture 1542 Animal Industry, Food Processing and Preservation	Gaar Floyd Davenport Floyd, Gaar, & Davenport Francioni	3 sem 3 sem 3 sem 3 sem 3 sem	June 6—Aug. 9 June 6—Aug. 9 June 6—Aug. 9 June 6—27 June 30—July 18 July 21—Aug. 8
MARYLAND: U. of Maryland College Park	Problems in Teaching Vocational Agriculture and Related Science Problems in Teaching Farm Mechanics Adult Education in Agriculture	Ahalt Giesger Ahalt	1 sem 1 sem 1 sem	June 23—July 11 June 23—July 11 June 23—July 11
MASSACHUSETTS: Massachusetts State College Amherst	103 Problems in Vocational Agricultural Teaching 104 Principles of Vocational Agricultural Education	Oliver & Taft Taft	3 sem 3 sem	June 23—Aug. 2 June 23—Aug. 2
MICHIGAN: Michigan State College East Lansing	532 Course Building in Vocational Agriculture 534 Teaching Adult Classes in Vocational Agriculture 535 Organizing and Directing Supervised Practice Programs in Agriculture 500 Special Problems of Vocational Education 511 Thesis 531 Philosophy and Administration of Vocational Education 535 Organizing and Directing Supervised Practice Programs in Agriculture	Deyoe Byram Swaney Byram & Deyoe Byram & Deyoe Byram Deyoe	3 quar 2 quar 2 quar 2-8 quar 2-9 quar 3 quar 2 quar	June 16—July 3 June 16—July 3 June 16—July 3 June 16—July 25 June 16—July 25 June 16—July 25 June 16—July 25

State and Institution	Courses Offered	Instructor	Credit Hours Sem/Quar	Duration of Courses
MINNESOTA: U. of Minnesota Minneapolis	121 Enterprise Analysis 221 Field Problems 232 Research in Agricultural Education 237 Adult Education in Agriculture 104 Planning Programs	Peterson Field & Peterson Field & Peterson Field	1-3 quar 3 quar 3 quar 1-3 quar 2 quar	June 16-July 25 June 16-July 25 July 28-Aug. 29 June 16-July 25 July 28-Aug. 29 June 16-July 25 July 28-Aug. 29
MISSOURI U. of Missouri Columbia	Problems in Farm Shopwork for Teachers of Vocational Agriculture High-School Problems in Vocational Agriculture Adult Education Problems in Vocational Agriculture 4. Adult Education Problems in Vocational Agriculture Problems in Agricultural Education	Jones Ekstrom & Roderick Ekstrom Roderick Ekstrom & Roderick	2 sem 2 sem 2 sem 2 sem 2-4 sem	June 9-July 5 June 9-July 5 June 9-July 5 June 9-July 5 July 7-Aug. 2 July 7-Aug. 2
MONTANA: State A & M College Bozeman	501, 2 Vocational Agriculture 504 Supervised Practice in Agricultural Education 511 Investigations in Agricultural Education	Palmer Palmer Palmer	4 quar 2 quar 2-4 quar	June 9-Aug. 16 June 9-Aug. 16 June 9-Aug. 16
NEBRASKA: U. of Nebraska Lincoln	205 Advanced Problems in the Teaching of Vocational Agriculture 206 Rural Community Educational Activities 302 Research in Vocational Education	Minteer Minteer Minteer	2 sem 2 sem 2 sem	June 16-July 11 June 16-July 11 June 16-July 11
NEVADA: U. of Nevada, Reno	186 Advanced Problems in Agricultural Education	Dowler	3 sem	June 11-July 3
NEW MEXICO: N. Mexico A & M College State College	243a Advanced Special Problems in Agricultural Education 215 Farm Structures	Howard Frost	2 sem 2 sem	June 2-June 20 June 2-June 20
NEW YORK: Cornell U. Ithaca	133 The Teaching of Agriculture 232 Evaluation and Program Planning in Agricultural Education 233b Supervised Farming Programs in Vocational Agriculture 234 Adult Education 250 Seminar in Agricultural-Education Research 141 General Shopwork for Rural High-School Teachers 251 Special Problems in Agricultural Engineering	Staff Hoskins Olney Hoskins Olney Roehl Staff	1-3 quar 2-3 quar 2 quar 2 quar 2 quar 3 quar 1-3 quar	July 1-Aug. 9 July 1-Aug. 9 July 1-Aug. 9 July 1-Aug. 9 July 1-Aug. 9 July 1-Aug. 9 July 1-Aug. 9
NORTH CAROLINA: State College Raleigh	406 Principles of Teaching 407 Methods of Teaching Agriculture 516 Problems of Agricultural Teaching 521 Research in Education 408 Observation & Directed Teaching 411 Evening Classes & Directed Teaching 412 Materials & Methods of Teaching Agriculture	Staff Staff Staff Staff Staff Staff Staff	3 quar 5 quar 3 quar 3 quar 5 quar 5 quar 5 quar	June 16-Aug. 15 June 16-Aug. 15 June 16-Aug. 15 June 16-Aug. 15 June 16-Aug. 15 June 16-Aug. 15 June 16-Aug. 15
OHIO: Ohio State U. Columbus	The Problem Method Applied to Secondary & College Teaching Developing Farming Programs for Students of Vocational Agriculture Young Farmer and Adult Farmer Classes in Vocational Agriculture Research for Teachers of Vocational Agriculture Special Problems Practicum in Agricultural Education	Stewart Rhoad Fife Fife Staff Stewart	5 quar 3 quar 3 quar 3 quar 3-15 quar 4 quar	June 17-July 23 June 17-July 23 June 17-July 23 June 17-July 23 June 17-July 3 June 17-July 3
OKLAHOMA: Oklahoma A & M College Stillwater	500 Research & Seminar 510 Organizing School & Community Programs 512 Adult Education in Agriculture 532 Supervised Farm Training 552 Future Farmer Activities 562 Methods in Teaching Farm Organization & Farm Management to High-School Students 580 Agricultural Education Workshop 332, 342 Farm Shopwork	Staff Angerer White White White Orr Staff Hunt	1-4 sem 2-4 sem 2 sem 2 sem 2 sem 2 sem 1-3 sem 2 sem	June and-or July-4 or 8 wks June-4 wks July-4 wks June-4 wks June-4 wks June-4 wks June and/or July-4 or 8 wks June and July 8 wks
PENNSYLVANIA: Pennsylvania State College State College	11v Philosophy of Vocational Education 503v Research in Agricultural Education (Problems) 12v Special Methods in Teaching Agriculture 418v Survey of Vocational Education 420v Advanced Study of Visual and Other Sensory Aids 422v Problems in Supervision of Vocational Education in Agriculture 503v Research in Agricultural Education (Problems) 509v Teacher-Training in Agricultural Education Unit A, F.F.A. Programs Unit B, Leadership Training 524v Annual Plans—Based on Supervised Farming Programs 525v Master's Thesis 434v Recent Agricultural Developments 503v Research in Agricultural Education (Problems) 401 Farm Mechanics for Teachers of Vocational Agriculture Unit C, Farm Engines Unit D, Farm Machinery	Anderson Brunner & Staff Dickerson Dennis & Brunner McClay McClay McClay Brunner & Staff Dickerson Deyoe & Brunner Brunner & Staff Dickerson and others Brunner & Staff Sprague	3 sem 1-3 sem 3 sem 1½ sem 1½ Unit A 1½ Unit B 1½ Unit A 1½ Unit B 1-3 Unit A 1-3 Unit B 1½ Unit A 1½ Unit B 1½ sem 1-6 sem 1-3 sem (1 per wk.) 1-6 sem 1½ sem 1½ sem	June 10-June 28 June 10-28 June 30-Aug. 9 July 21-Aug. 9 June 30-July 19 July 21-Aug. 9 June 30-July 19 July 21-Aug. 9 June 30-July 19 July 21-Aug. 9 July 30-July 19 July 21-Aug. 9 June 30-July 19 June 30-Aug. 9 Aug. 11-Sept. 20 Aug. 11-Aug. 30 Aug. 11-Sept. 20 June 30-July 19 July 21-Aug. 9
RHODE ISLAND: Rhode Island State College Kingston	Farm Mechanics	Gulvin	Arr	Arr
SOUTH DAKOTA: South Dakota State College Brookings	273 Supervised Farm Practice Program & Future Farmer Programs 176 Seminar in Agricultural Education 137 Education & Vocational Guidance	Sundet Sundet Wiseman	3 sem 2 sem 3 sem	June 9-July 16 June 9-July 16 June 9-July 16
TENNESSEE: U. of Tennessee, Knoxville	521, 2, 3 Special Problems in the Teaching of Vocational Agriculture 561 Methods in Farm Shop	Kirkland Sharp	3 quar 3 quar	June 1-July 23 June 1-July 23
TEXAS: Texas A & M College College Station	619 Workshop 620 Workshop 621 Workshop 601 Advanced Methods 605 Supervised Farming	Ross Ross Ross Alexander Walton	3 sem 3 sem 3 sem 2 sem 2 sem	June 2-June 21 June 23-July 12 July 14-Aug. 2 June 2-June 21 June 2-June 21
WASHINGTON: State College of Washington Pullman	s-158 Problems in Teaching Soil Conservation s-40 Office Practice s-121 Job Instructor Training	Staff Staff Staff	1 sem 1 sem 1 sem	July 7-July 18 July 7-July 18 July 7-July 18

¹ A course for teachers of veterans.

² Special three weeks course for supervising teachers in vocational agriculture. Dr. H. B. Swanson will assist with this course for the first week.

³ Three weeks short course designed and repeated primarily for teachers of vocational agriculture.

⁴ For special teachers of veterans.

J. N. WEISS

Farmer Classes

R. B. DICKERSON

My Experiences With a General Agricultural Advisory Council

H. F. ENGELKING, Teacher, Mahomet, Illinois

AS THE name implies, a general agricultural council is an advisory council to the agricultural teacher and to the principal and the board of education. A representative council, well organized, can get the real opinions and feelings of the people of the community. It can plan the agricultural program based upon the needs of the community. It is a device for representative democracy. The value of a council to the teacher of agriculture is tremendous.

Reasons which have been given by some agricultural teachers for not having such an advisory council are:

1. In my community there are not enough good farmers to form a good council.

2. If I use a council, I'm admitting that I am not capable of running my department.

3. I'm in too small a community to make any use of a general advisory council.

4. I've been teaching for quite a few years without one, so why should I use one now?

5. A council would take up too much of my time.

6. My principal and school board would not approve of a general advisory council.

7. I do not know how I should go about setting up a general advisory council.

You may have reasons of your own that I have not included in the above list.

Two Townships in District

The Mahomet High School district is small in size and includes area in only two townships. There are about 200 farmers in the district. In the high school, we have 74 students of whom 20 boys are enrolled in vocational agriculture.

If you are going into a new community and you do not know the farmers well enough to select a council, ask some of the prominent men of your community to give you their suggestions as to who might make good members. If you find that several farmers are suggested by all or most of those you ask for suggestions, you can rest assured the nominees will make fairly good council members. The thing to do is not use the suggestions of just one or two people of the community, but of at least six or seven.

If you have been in the community and know the farmers, you can, of course, select them yourself. A good council member is not necessarily an outstanding leader or farmer. A good advisory council is not one which is dominated by any one member, a situation which may result if an outstanding farmer or leader is elected to the council. All the council members should get along well for best results.

The number of council members should be large enough to be representative of

the community and yet not so large as to be unmanageable. Probably the number should range somewhere between seven and fourteen, depending upon the size of the community to be served. The members should come from all parts of the community, not just one area. Members should be representative of various religions, clubs, and farmers organizations that are found in the community.

Steps to Follow in Working With an Advisory Council

1. After you have selected your council, you should get the group together at the first opportunity. The first meeting should be an organization meeting at which the teacher of vocational agriculture should explain very carefully the purposes and duties of the council. Let the newly elected chairman take over immediately after a chairman and a secretary will have been designated. Don't make the mistake of acting as chairman after one had been elected by the group.

At the first meeting also, the meeting dates for the year should be decided upon. In addition, the length of time each member is to serve may be decided. Obviously it is not desirable to have an entirely new council each year. On our council, each member serves three years; a third of the members being retired each year. Obviously, until you work with a council three years, some of the members will have served only one year and others only two.

2. At the second meeting, the council should consider the needs of the community. Should more emphasis be placed on soil conservation? Should more livestock be raised in our community? What cooperatives should we have in our commu-

nity? These and many other questions may be discussed. I consider this study of community needs very important in that it gives the council members a chance to express their views and to propose plans for action.

3. At the third meeting of the council, your chairman may choose to take up with the group the objectives or goals for the agricultural department—both long time and for the ensuing year. The previous study of community needs will help determine these objectives. The chairman of the Mahomet council always calls upon the secretary to read the minutes of the preceding meeting at the opening of the session; thus we have an accurate record of all things taken up at each meeting.

4. At the fourth meeting of the council, ways and means of evaluation of the agricultural department may be discussed.

5. At the fifth meeting, or sooner if need be, plans for adult farmer classes should be discussed. It may take several meetings to complete this discussion.

6. One meeting should be spent each year in evaluating the program of the department.

Thus we find we have topics for at least six meetings of the advisory council and haven't given consideration to the high-school program and the young-farmer phases of the program. Upon starting my first advisory council, I was worried that there would not be anything to take up after three or four meetings, but I find that instead of not enough, there is too much. The Mahomet council meets on the second Wednesday of the month for nine months during the school year. (We do not meet during the months of June, July, and August.)

The objectives, community needs, evaluation, and plans of the council should be typed so each member has a copy. Thus each member has a sense of "belonging" and "value."

I have received invaluable help from

(Continued on page 193)



Advisory council to the department of vocational agriculture at Mahomet, Illinois. Mr. Engelking appears at left in top row

Present Farmers of America

C. S. MILLER, Teacher, Bassville, Mississippi

AFTER having taught vocational agriculture for 16 years, and having had experience with in-school boys before we had the F.F.A., I find that there are hardly sufficient words with which to make a comparison of the progress in training boys without the aid of the F.F.A. and with it. My honest conviction is that the F.F.A. has been most valuable in increasing the efficiency of education in vocational agriculture.

For several of my 16 years of experience in vocational agriculture, I put forth an honest effort to teach evening classes. Until the last year or two, I had not obtained results of which I could truly feel proud. I really became concerned over the situation because I recognized the dire need of agricultural education with adults. Last year, I made up my mind that I was going to give adult education a chance that it had not been given before. Previously I began to think of a practical and more workable way to interest adults, including all farmers above the age of F.F.A. members. I arrived at the conclusion that if the F.F.A. had raised the efficiency of vocational agriculture with boys, why wouldn't a similar organization do the same for adult farmers.

Meetings Held by Districts

In preparation for actually setting up the P.F.A. organization (Present Farmers of America), our school district was divided into seven meeting centers. Schedules of monthly meetings and follow-up visits were developed. These schedules were mimeographed and a copy given to every farmer. From the schedule the various farmers in the different centers could tell where to contact the agricultural teacher and in some cases save transportation. Meetings and visits have been carried out by centers according to schedule, unless something very unusual interferes, and then we try to make up the work if at all possible. A community farming program was set up and approved jointly by the P.F.A. and the F.F.A., and our discussions are based on this community farming program.

The farmers themselves, with the assistance of the agricultural teacher, decide upon the jobs to be discussed at the various meetings in the different centers. Since the type of farming is similar for all centers, the discussions are very much alike. Variations are made when necessary to care for a particular local problem. Combined meetings of the farmers from all seven centers are held when the need arises. This provides an opportunity for farmers to extend acquaintances and affords a splendid chance to exchange experiences. After using this sort of procedure for awhile, the question of an organization naturally arose.

At a supper for adult farmers and their wives, the group decided to perfect an organization. The procedure was to let the representatives from each of the seven centers retire and elect or select the man they wanted to represent them as an officer in the organization. These seven men got together and decided who would be president, vice-president, and secretary-treasurer. These officers and a vice-president from the four other groups make up the board of directors of

the organization. Membership dues were set at fifty cents per year for the men; and when a man pays his dues, his wife automatically becomes an honorary member. The members voted unanimously to name the organization the Present Farmers of America. Other business was attended to at this meeting and a date was set for holding a joint meeting with the F.F.A. boys.

Activities Co-ordinated With F.F.A.

The joint meeting of the P.F.A. and the F.F.A. members was well attended. The time was divided between the two organizations; the boys presiding first, with each group listening to the business conducted by the other group. During their half of the time, the parents drew up an application for a charter which gives them the right to buy and sell co-operatively. Thus, the objectives of the P.F.A. are (1) to train for more efficient farming, (2) to sell advantageously, and (3) to purchase judiciously. Farmers being guided by these three standards will ultimately produce more and better produce on the same number of acres, will have increased incomes, and will realize more from expenditures for the essentials of life; thereby raising the standard of living.

Other matters of business taken up at this meeting were the adoption of a program of work and the appointing of committees charged with the responsibilities for (1) studying the cotton-marketing situation for the year, (2) studying the fertilizer situation with a view of improving buying practices among the members, and (3) making arrangements for an annual summer recreational and educational trip for the members. The charter has been received, the cotton-marketing situation has been studied, and the summer trip has been made.

Our farmers are interested in this program because they are studying problems that deal directly with their production, financial, and recreational needs and are initiating practices to overcome these problems.

Goal of 200 Members

As a result of this procedure, we have a membership of 115 and a goal for the year of 200 members.

In the beginning of our systematic and regular scheduling of meetings with the adult farmers, the attendance was quite small, but we continued to follow the schedule of meetings and follow-up visits. Efforts were made to solve a few of the immediate production questions and financial problems. We used a film strip machine and tried to get pictures relating to the problems at hand. After a few meetings, interest began to germinate and to grow. In some of the centers we meet in the homes of the farmers, alternating from one to the other. Now it is not unusual to have more present than can get in one room in centers where this program has been operating for some time. In all centers the more times we meet, the larger the attendance. Our meetings are just like the old-time preaching services; everybody in the community looks forward to evening-class day. Of course, our program is young, but seems

to grow stronger with age. It is believed that it will continue to grow. Farmers are looking for reliable facts and dependable leadership. Good leaders are within the ranks of the group. All that is needed is a little development and guidance, which departments of vocational agriculture are in a position to provide.

Advisory Council

(Continued from page 192)

my council. The members have helped me correct some "blindspots" and have put my pet enthusiasms in their proper place. They have also made the community aware of the department of vocational agriculture and its function.

Some of the things the advisory council have pushed and helped start in the past year are: (1) swine testing, (2) soil conservation, (3) study of school reorganization and consolidation, (4) F.F.A. cooperative projects, (5) weekly contribution to local paper on various agricultural subjects, and (6) study of means to make Mahomet a better community.

Looking back over my experience with a general advisory council, I don't see how I could teach vocational agriculture successfully without one. The advisory council has been my best "teacher." Nineteen hundred years ago, the greatest teacher ever to live on the earth, yes a man perfect in all things, chose a council of 12 disciples to help Him carry on His work. Why don't you try teaching with the help of a general advisory council?

The annual report of the West Virginia association for 1946 contains much interesting information. For example, the student secretary visited 30 chapters, made 65 speeches, and traveled 6,000 miles during the year.

Each fall the F.F.A. chapter at Beatrice, Nebraska, issues a certified seed and purebred livestock bulletin. This makes it possible for F.F.A. members to locate good seed and livestock close to home. It is also a service appreciated by local breeders and seed producers.

The F.F.A. chapter at Butler Village, Ohio, awards letters to outstanding members, based on degrees attained, leadership activities, and supervised farming programs.

The keeping of farm accounts by F.F.A. members in Pennsylvania is stimulated by a farm accounts contest. The Production Credit Association awards a \$25 victory bond for the best record book in each of the 11 districts in the state.

The F.F.A. chapter at Henry, Tennessee, has a bulldozer obtained as a war-surplus item. Plans are underway to use the equipment in preparing land to be used as a chapter project.

Georgia F.F.A. members will plant 3,000 cork oak trees in the state this year. The cork acorns are being supplied free by the Crown Cork and Seed Company, of Baltimore, Maryland.

According to Dr. M. H. Haydak, in charge of bee culture at the Minnesota Experiment Station, a colony of bees per acre is adequate for most crops.

Farm Mechanics

R. W. CLINE

The Farm Shop That Bernard Built

H. W. DEEMS, Assistant Supervisor, Lincoln, Nebraska

"IF FOR some reason I had to lose all the buildings on this place, my son's farm shop would be the last one I would want to see go," stated Sam Laue as he led the group over to meet his son Bernard and see the farm shop.

Ever since he was a little fellow and pulled two wheels, which were crudely fastened together, around the yard, young Bernard Laue has had both hands in farm tools and farm machinery. Bernard, altho only 19 years old, is today rated as the top farm-machinery repairman in the rural community that surrounds old Fort Kearney. His farm shop is rated among the best in central Nebraska.

Special Teacher of Adults

In young Laue's shop and under his direction, 36 neighboring farmers built during the past winter, six machinery trailers, four wagon boxes, a manure loader, a large dehorning chute, and dozens of small laborsaving devices. They repaired or overhauled four tractors, eight farm machines, and one truck. Hundreds of farm machinery castings were welded. Farm shop tools were sharpened and reconditioned. Some new tools were made.

A neighboring farmer estimated that Bernard saved that little rural community over \$1,000 in cash by conducting these farm-machinery classes. Then this 54-year-old neighbor added, "I guess really the biggest contribution was in the things he taught us old fellows about taking care of our machinery and our tractors."

Bernard's systematic instruction in



H. W. Deems

farm mechanics started when he enrolled in the vocational agriculture course at the Kearney High School. Early in his freshman year he started reconditioning old tools and making new ones. As a home-improvement project he started to reorganize the old farm shop at home. He had his father purchase tools and shop equipment at farm sales. All this was rebuilt, reconditioned, and improved under the guidance of the agricultural teacher in the "Ag" shop. The simple farm-mechanics skills were readily acquired. In his junior year he learned the fundamentals of both arc and acetylene welding. As a senior he became a skilled welder.

Shop Planned in High School

In the spring of his junior year he started drawing plans for a new and larger home-farm shop. These plans became a reality during the summer. The 20'x30' new shop was built from old tile and used lumber. The lumber was salvaged material from a nearby air base. Mr. Laue helped lay the tile. The rest of the building was constructed by Bernard. He even made his own window sashes. This, he explained, was not a difficult job, when one has a good power saw. The new shop was wired for electricity, with plenty of outlets for electrical equipment. Heavy wire was used so that 220 volt service would be available for arc welders and heavy-duty power equipment.

Bernard is continually adding more equipment to the shop. At present it includes arc and acetylene welders, a forge and anvil, power lumber saw, a power hack saw, large and small grinders, an air compressor, a power post drill, an electric drill, a hoist, a complete set of carpenter's tools, tractor and farm-machinery wrenches, parts, bolt and nail cabinets and hundreds of smaller tools.

When asked to list some of the advantages of the shop, he hesitated a moment

and then said, "I believe the biggest advantage is that one can fix something 'right now' when it breaks." Then he told about last summer; in the rush of cutting oats, they broke a casting on their binder. They pulled it into the shop, welded the piece without taking it off the binder, and in less than 30 minutes they were back in the field.

Then as Bernard told about the tractor guide and a power buzz saw, he admitted that what he really liked was working in the shop on rainy and stormy days. He added, "Gee, it's fun to work in here building something new or different."

When asked if the shop really made him any money he replied "Yes." Then he explained that in 1946 his father figured the repair jobs done in the shop would have cost \$275. The repair work done for neighbors brings in over \$300 a year. Some one in the group remarked that such an income looked like pretty good interest on his investments. Bernard blushed a little and then added, "I really believe that the biggest income from the shop is from laborsaving devices." Then he told about the manure loader he had made in the shop during spare time. He explained that 900 loads of manure were hauled this spring in just one-fifth of the usual time. He had a twinkle in his eye when he told about some of his neighbors giving the manure from their lots to them for the hauling.

Laborsaving Equipment Constructed

His rebuilt 24-foot-long hayrake saves one man at haying time, and his tractor guide makes it possible for him to irrigate and plow at the same time. The manure loader and a shop-made elevator made the moving of 4,000 bushels of corn an easy job.

When the conversation lulled just a little, Bernard pointed over to an old horse-drawn "godig" that had been converted into a tractor-drawn type. "We've done a lot of that kind of work in the last year or two," he explained. "When new machinery is so difficult to secure, a little converting is a big help."

(Continued on page 195)



The shop building was designed for both utility and appearance. Equipment in the foreground was constructed or repaired in the shop



Bernard and his father spend much time working in the shop on stormy days. Note window space and arrangement of equipment

How Safe Is Your Farm Shop?

G. L. BALDWIN, Teacher,
Buckingham, Virginia

"ACCIDENTS don't happen; they are caused," is a generally accepted fact. To find out what causes them and to recognize how they may be prevented, a study was recently made which included 100 teachers of vocational agriculture in Virginia. Teachers were asked to report on a period covering the past five years or the time they had been in their present positions, if less than five years. The average length of the period covered by the reports was 3.9 years.

The teachers were asked to report the number of accidents requiring the attention of a physician for each tool and machine in their shops. The total number of accidents reported was 250, or an average of 2.5 per school. Out of the 250 injuries reported, 234 were classified as "severe" accidents (requiring medical aid) and 16 were classified as "serious" (resulting in the loss of a member of the body).

The accidents were reported for the various tools and machines as shown in table 1.

A list of accident-prevention measures was sent to the teachers and they were asked to check the ones they were using and to rank them in order of importance. The number of times each measure was checked and its rank and rating is given in the following table. The rating was estimated by multiplying frequencies by the numbers in reversed rank; i.e., each first place was given seven points; second place, six points, etc.

Safety Requirements Recognized

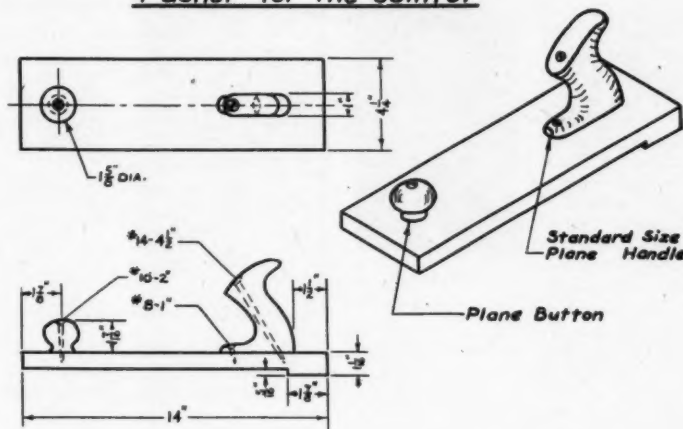
In reply to the question "In your opinion, what emphasis should we give to safety precautions in our shops?" 75 teachers answered "more" and 25 said "about the same." None of the teachers answered "less."

Table II. Teachers' Evaluation of Accident Prevention Measures

Measures used	Number Reporting	Rating	Rank
1. Safety demonstrations in shop	90	541	1
2. Classroom teaching of safety jobs	74	445	2
3. Mechanical provision for safety (guards, etc.)	89	439	3
4. Safety rules and regulations	71	355	4
5. Use of safety posters	30	172	5
6. Safety tests for students	15	123	6
7. Student safety organizations	5	121	7

Figure 1. Safety Appliances for Jointer and Circular Saw

Pusher for the Jointer



Push Stick for the Circular Saw

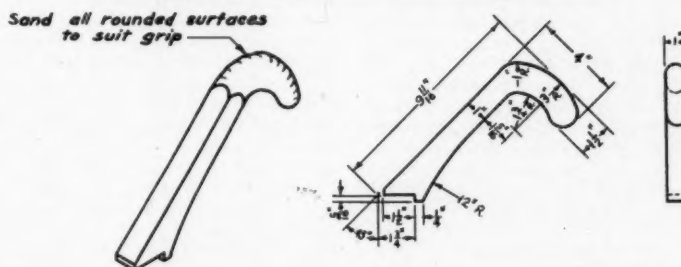


Table I. Accidents Reported for Each Tool and Machine

Machine or tool	No. of accidents	Machine or tool	No. of accidents
1. Jointer	99	12. Wood lathe	4
2. Circular saw	28	13. Nails	3
3. Grinder	25	14. Acetylene welder	3
4. Drill press	13	15. Other metal working tools	2
5. Hammers	11	16. Farm machinery	2
6. Chisels	11	17. Lumber	1
7. Band saw	10	18. Blow torch	1
8. Arc welder	9	19. Electrical equipment	1
9. Other hand tools	7	20. Miscellaneous	8
10. Other power tools	7		
11. Forge	5	Total	250

Increased emphasis on farm-machinery repair, expanded farm-mechanics programs, and the increased use of power machinery in the farm shops are some of the factors that tend to increase the possibility of accidents. After a boy has lost a thumb on a power saw, is a poor time to urge the use of safety precautions. The teacher who has had no accidents may have been unusually careful; or he may be merely lucky. But sooner or later luck will run out. A definite safety program seems to be the only justifiable procedure for the teacher to follow if shop accidents are to be reduced to a minimum.

Shop Bernard Built

(Continued from page 194)

Someone asked the senior Mr. Laue if Bernard ever had any time to help him. "Sure thing," he replied. Then he started toward the house. "The landscaping and the yard irrigation system was all laid out by Bernard. He also wired the entire farmstead for electricity, laid out most of the ditches for our pump irrigation system, built two large hen houses, and does all of my tractor- and power-repair work."

As the group was leaving this modern

farm and farmstead just across the road from historical old Fort Kearney, someone remarked about the advance in farming and living in such a short period of time. Bernard agreed, and then he added, "A great part of the credit for Nebraska advancement should go to our schools, especially the departments of vocational agriculture."

Bernard was one of this year's American Farmers from Nebraska.

A special committee in the F.F.A. chapter at Schuyler, Nebraska, is charged with the responsibility of sharpening sheep-shearing combs and cutters sent in by local farmers, nearby schools, and hardware dealers.

The Jasper, Florida, chapter of F.F.A. collected old toys, repaired them in their workshop, and distributed them to underprivileged children in the community during the past Christmas season. This has been an annual custom of the chapter for a number of years.

When you cease to tell the truth, you cease to be a teacher.

Studies and Investigations

E. B. KNIGHT

Publicity for Vocational Agriculture in Tennessee

E. B. KNIGHT, Teacher Education, University of Tennessee, Knoxville

DURING the past five or six years, the matter of improving the quality and quantity of publicity accorded vocational agriculture in Tennessee has been a frequent topic for discussion whenever teachers have gathered. Conversation with teachers has shown that the rural people of Tennessee, should be better informed regarding the objectives and accomplishments of vocational agriculture and its affiliated organization, the Future Farmers of America.

Looking toward a realistic basis for improving publicity, particularly on a local level, a study was made recently by the department of agricultural education at the University of Tennessee. This research sought information regarding the publicity practices of a selected group of agricultural teachers. In addition, editors of nearby newspapers also were asked to express their views on like items. Thus, the materials presented in this article discuss data received from 30 teachers and 19 editors. Viewed collectively, these individuals constituted a reasonably representative sample of the state.

Publicity Outlets

Practically every teacher stated that several news stories concerning their separate local departments had appeared in print during the past year. The average number of stories was 12. Most of these had been published in village or county-seat weekly newspapers. Three papers had publicized the activities of the "typical" department in the preceding 12 months.

Two-thirds of the newsmen reporting edited weekly publications. According to them, their columns carried vocational-agriculture publicity on an average of twice per month. Opinion as to the sufficiency of vocational agriculture copy was evenly divided, one-half of the editors saying "enough" and half wanting more news items than they normally received.

Purposes Behind Publicity

Each teacher was asked to tell his reasons for seeking to publicize the local agriculture department. When tabulated, the two outstanding motives were (1) the development of public interest in the department and (2) the encouragement of students enrolled in agricultural courses. Other reasons mentioned by a considerable group of instructors were: the wish to boost the high school; to offer depart-



E. B. Knight

Cover Page

The picture on the cover page shows a group from the Farragut, Tennessee, chapter preparing F.F.A. news. Standing: Neil Shanks, vice-president; Bill Swan, reporter; and H. E. Gibson, adviser.

Attempts are made to prepare at least one article each week for newspapers or magazines. The chapter has a darkroom and tries to have a suitable picture for each news story.

—Editor

mental services and facilities to patrons; to disseminate technical information, to sell products and livestock raised by students, and to increase enrollment.

News Article Preparation

In most instances news articles were written by the agricultural teacher, the F.F.A. reporter, or both. Rarely did other faculty members write news stories. Generally, all materials for the papers were checked by the teacher. Few departments maintained a definite schedule for submitting stories to local papers, preferring rather to write-up events as they were about to occur or had occurred.

A majority of editors indicated a desire for articles on a definite schedule. Few newspapers regularly rewrote stories, but nearly all stories were checked for accuracy before being run. Several editors stated they had made suggestions to school groups regarding story writing.

Publicity Materials

F.F.A. events, contests, student farming programs, community services and adult classes had been featured in half or more of the departments represented in the study. Listed with greatest frequency as comprising suitable news materials were: student activities, F.F.A. news, accounts of fairs and contests, farmer-class items, and technical matters. The value of photographs was emphasized by several editors.

Besides news stories a number of other devices to promote publicity were named by the teacher group. These included newspaper advertisements, posters, handbills, window displays, signs and markers, public programs, letters, fair exhibits, and community scrap drives.

Radio Programs

About one-third of the teachers used the radio to increase their publicity. Generally, the programs featured F.F.A. chapter activities, contests, and student farming programs. Apparently these instructors felt the programs presented

could be improved. Suggestions toward this end centered around the wider usage of playlets depicting the activities of the teacher, his students, and F.F.A. chapter affairs. More thorough prebroadcast training was strongly recommended. Wider adherence to "question and answer" techniques was favored in place of the essay-type script. Patron response to radio programs had been highly satisfactory.

Both teachers and editors offered ideas toward increased effectiveness of local publicity. Especially did the cooperating teachers feel the need for a handbook* which would present briefly and simply the mechanics of news-story writing, elementary photography, radio-script preparation, and press relationships. Several teachers urged the inclusion of like items in teacher-training courses. They also expressed a desire for some means of giving F.F.A. reporters instruction in news writing.

Editors recommended usage of accepted news form and the submission of accurate and readable copy about current local affairs. "Give us the news while it is news" would do much to guarantee vocational agriculture the kind of publicity it needs.

Some Implications

To readers who have been thru the mill of teaching vocational agriculture the implications of this Tennessee study are quite evident. Foremost among such implications are the items below:

- (a) Teacher-training courses should include participation instruction in matters like news-story preparation, radio-program presentation and simple photography.
- (b) Men already in the field need in-service training in the more-common methods of publicizing the activities of local departments.
- (c) There is demand for simple handbooks dealing with the mechanics of news-story writing. These might well be organized so as to serve both teachers and F.F.A. reporters who have prepared essentially all the newspaper publicity appearing in the local press of Tennessee.
- (d) The items and devices available for publicity featuring local departments of vocational agriculture are both numerous and varied.
- (e) Up until now the most widely used source of printed publicity has been the rural weekly newspaper. Local names and events, reported promptly and accurately, are prime copy in the eyes of rural editors.
- (f) A trained publicity man who will serve teachers and F.F.A. groups on a state-wide basis and also prepare news stories for metropolitan papers is a "must need" for every state program in vocational agriculture.

* Publicity for Vocational Agriculture in Tennessee. Department of Agricultural Education, Methods Publication No. 2, University of Tennessee, Knoxville.

Twenty-Four Years of Vocational Agriculture

T. B. POOLE, Teacher, Deckerville, Michigan

THIS study was made because of an interest, on the part of the writer, in the agricultural graduates and to learn what occupation they had entered. The department of vocational agriculture at Deckerville was started by the writer 24 years ago. The results have been interesting and enlightening.

In making the study only boys who had completed at least three years of agriculture were considered, except for the members of 1923 and 1924 graduating classes who had but one and two years respectively.

The agricultural department of the Deckerville High School was started in the fall of 1922, and the Michigan F.F.A. charter was granted in 1928. Deckerville received its charter in 1930. Our boys found a great challenge in the new organization. Previous to the establishment of the F.F.A., the school sponsored an agricultural club which served a purpose until the F.F.A. was organized.

The study of farming status and F.F.A. accomplishments was made during May and June of 1946 at a time when many of the later graduates were still in the armed forces.

Collection of Data

Data for the report were collected by several different procedures: (1) Simple cumulative records kept by the agricultural departments; (2) Help of present agricultural students; (3) Aid of parents and friends in the community; and (4) Personal knowledge of the occupational status of the graduate. Since occupational status changes rapidly, especially in war-times, some inaccuracies may have crept in. The study was not made especially as a research project but for general community interest.

The agricultural files of the school contain data of its graduates which are brought up to date annually by the aid of the classes in agriculture of each year. After the data were collected, the method of presentation to the public had to be decided. Because our agricultural department was cooperating with other F.F.A. chapters at the county fair, it was decided to present these data in the form of a booth exhibit.

The name of each agricultural graduate, his farming status, and F.F.A. achievement were listed according to the year of graduation. An attempt was made to list all agricultural graduates, for the particular year, including the deceased ones.

Display Charts

In presenting the farming status on the display charts the following groupings were used: (1) Farm operators; (2) Father-and-son farm partnerships; (3) Other occupational status; (4) Nonagricultural occupations; and (5) Armed services.

Since the majority of the cases involves recent graduates, many of the graduates are still farm workers, milk haulers, and trucker helpers and are, therefore, classed as being in other agricultural occupations.

Our department has put great emphasis

on father-and-son partnerships. Due to this effort, the study shows 20 percent of the graduates have entered into partnership with their fathers.

We are making use of the data collected in several different ways. It was first used as an exhibit at the annual summer conference of teachers of vocational agriculture. It was used as an exhibit at the county 4-H and F.F.A. fair to show the work of the F.F.A. chapters. Our F.F.A. chapter will use it locally as an exhibit in school and probably in one of the store windows of the town.

Parents in the community and prospective agricultural students have found the study interesting and helpful in deciding whether to elect an agricultural course in high school and in making their vocational plans. It will be used in guiding boys in their farming and F.F.A. programs. It encourages farm boys in their chosen occupation and gives them an added incentive for F.F.A. achievement.

Average Teacher

(Continued from page 189)

An examination and comparison of the work that teachers of vocational agriculture are doing over a period of years, with the marks they received, both in their technical and professional preparation while students in college, were studied in the light of and in comparison with their performance on the job.

When these teachers were students in college, they were given the traditional grades "A," "B," "C," and "D," indicating the degree of excellency in their college work. In this article these teachers are referred to as "A," "B," "C," and "D" teachers, according to the marks they earned in college. However, their rating as teachers has been based, not on what they know, but on how well or how poorly they put over their total program of vocational agriculture in their communities.

It is likely that many school men will be surprised to learn that it has been the author's experience that it is the average or "C" teacher who is doing the best job in teaching vocational agriculture. The statement should not be interpreted to mean that the "A" or "B" teacher does not have the ability to perform just as well or better than the "C" teacher, but it does mean that, on the whole, there are more "C" teachers of vocational agriculture, with whom the writer has had contact over a period of years, who are doing a more satisfactory job as teachers of agriculture than the "A" teachers.

This observation seems to be contrary to the studies in other areas, which indicates that it is the "A" student who is more successful in his endeavors and that it is the "D" and "F" students who fail, or at best they are only partially successful.

Over a period of years, both as resident and itinerant teacher-trainer in Alabama, the writer has had a part in helping to prepare hundreds of teachers. Over this same period he has assisted, supervised,

and studied the program of 123 inservice teachers of vocational agriculture. The period of tenure of teachers of vocational agriculture in Alabama ranges from 1 year to 20 years of continuous service in the same place. The teachers having the longest tenure have been the "C" teachers, and it is interesting to note that the teachers having the shortest tenure have been the "A" and "B" teachers, respectively.

Why the "C" teachers are more successful may be due to several factors. It is likely that the "C" teacher uses a larger degree of his energy and ability in putting over his job than does the "A" teacher. Studies are not available at the present time to prove how much of a teacher's energy and ability is used in putting over his job, but it is the writer's observation that the "C" teacher appears to take his job most seriously and plans to make the teaching of vocational agriculture his career. He is, therefore, more satisfied on his job than the "A" teacher. Furthermore, the "C" teacher seems to realize many of his shortcomings as compared with his "A" cousin and, hence, puts forth greater effort than either the "A" or "B" teachers in teaching vocational agriculture.

More Capable Persons Frequently Change Vocations

It has been the writer's observation that many of the "A" teachers seem to be less satisfied on their jobs; consequently, they use much time, effort, and energy in seeking what they consider better jobs. It is likely that a good, well-planned investigation might point to the fact that the "A" teacher's greater ability, minus the time, energy, and effort used in searching for other jobs, plus his lukewarm interest in vocational agriculture, results in a much weaker program than is found in the wholehearted effort of the "C" teacher.

It is also important to suggest that so far as vocational agriculture is concerned, there may be a higher correlation in abilities in thinking thru many of the things that make a program of vocational agriculture click as was enumerated above with the "C" and "A" teachers. It may take a considerable time to get farm people to believe in an agricultural improvement program and the teacher who directs it. We lack information in the form of scientific proof to know whether the "A" teacher has a greater abundance of ability to plod, to persevere, to throw himself wholeheartedly into such effort than the "C" teacher. However, the observation of the writer leads him to believe that most of the work accomplished in vocational agriculture is thru the efforts of the average "C" teacher.

At Hamilton, Illinois, the freshmen are organized in a Green Hand Club and the sophomores in a Chapter Farmers Club. Meetings are held on class time and do much to prepare the young members of the chapter for effective participation in meetings of the whole organization.

Three hundred fifty F.F.A. members from 20 schools were in attendance at the West Central Michigan Marketing School and Sale held at Greenville, Michigan, last October.

Cooperative Undertaking F.F.A.- F.H.A. in Tennessee



Farragut High School F.F.A. and F.H.A. committee packing Christmas baskets for the needy folk of the Concord, Tennessee, community. The various products were contributed by members of both organizations as a joint December project. Advisers of the two groups are Mrs. Juanita McMahan and H. E. Gibson.

Missouri Chapter Acquires Pickup Truck



The Neosho, Missouri, chapter acquired this pickup truck from earnings realized as a result of collecting 260 tons of scrap paper during the past three years. One-fourth of the receipts from the undertaking were diverted to the chapter treasury. The truck is used for field trips, school business, and by individual students in furthering their farming programs. Members are instructed to drive the truck only after they have passed a comprehensive driving test. Additional earnings from the undertaking have been used for the purchase of dairy breeding stock.—K. L. Russell, adviser

The eleventh annual Future Farmer Fat Stock Show and Sale was held at the Detroit, Michigan, stockyards October 8 and 9. One hundred seventy boys from 30 high schools consigned 128 sheep, 94 steers, and 292 hogs to the sale.

More than 30,000 farm youths attended the Texas State Fair in 1946. Among the honored guests were the 10 Area Star Farmers.

Twenty members of the Ainsworth, Nebraska chapter gave books to their dads last Christmas. The most popular were "Feeds and Feeding" and "Farm Mechanics Handbook."

The Future Farmers at Sulphur Springs, Texas, award plaques to outstanding members of their chapter.

Ten years ago, the Future Farmer chapter at Hanford, California, set out to eradicate some of the rodents and predatory animals in Kings County, as part of its community-service program. By early this year, the total kill was 125,076 animals (cost to taxpayers, \$2,700), including the following: 34,101 jack rabbits, 28,176 mice, 18,149 ground squirrels, 15,007 gophers, 12,214 opossums, 10,328 weasels, 5,049 rats, and 2,052 coyotes.

A civilized man is one who conducts himself as a considerate guest during his years on the face of the earth.

—Arthur Rutledge

The F.F.A. chapter at Lexington, Alabama, had 114 members last year.

Teacher Timesavers

Teaching F.F.A. by Diagrams

WHILE attending the University of Illinois this past summer, I learned that it was advisable to teach a unit on the F.F.A. I had wondered why my upper classmen knew so little about the organization, and it finally dawned on me that they had not received a foundation of training in the program of the F.F.A.

One of the first units I taught to freshmen and sophomores this fall was on the F.F.A. organization. As one writer has said, it pays big dividends. Already I notice a difference in the interest and attitude of the students.

I used the official manual for reference and supplemented it with pictures and results pertaining to activities of the local and other chapters. The students learned the ceremonies and became acquainted with the paraphernalia.

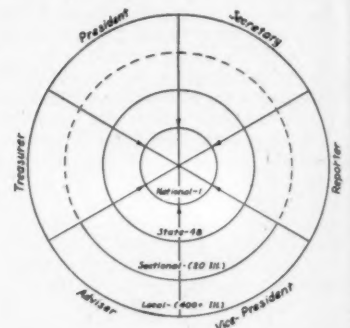


Fig. 1. Organization of the F.F.A.



Fig. 2. Activities of the F.F.A.

To the freshmen, the magnitude of the F.F.A. organization is hard to grasp. In order to make this more impressive I used the well-known, effective system of diagram teaching. By this method I was able to portray (1) the relationship of the national organization and the Illinois association to the local chapters, and (2) the activities available to members throughout the year.

—Vernon V. Luther, Neponset, Illinois

"No nation has ever achieved permanent greatness unless this greatness was based on the well-being of the great farmer class, the men who live on the soil; for it is upon their welfare, material and moral, that the welfare of the rest of the nation ultimately rests."—Theodore Roosevelt

